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AUTHOR	Evans, H. Dean
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ABSTRACT

The status of Indiana public education for 1990 is described in this report. The A+ Program for Excellence in Education has recently focused on the two following areas: school restructuring and early childhood assistance. Educational statistics for 1990 are highlighted, and information is presented on the following developments: the Center for Community Relations and Special Populations; the Center for Professional Development; the Center for Administration and Financial Management; the Center for School Improvement and Performance; and the Center for Assessment, Research, and Information Technology. A list of grants and awards to the Indiana Department of Education is included. (LMI)

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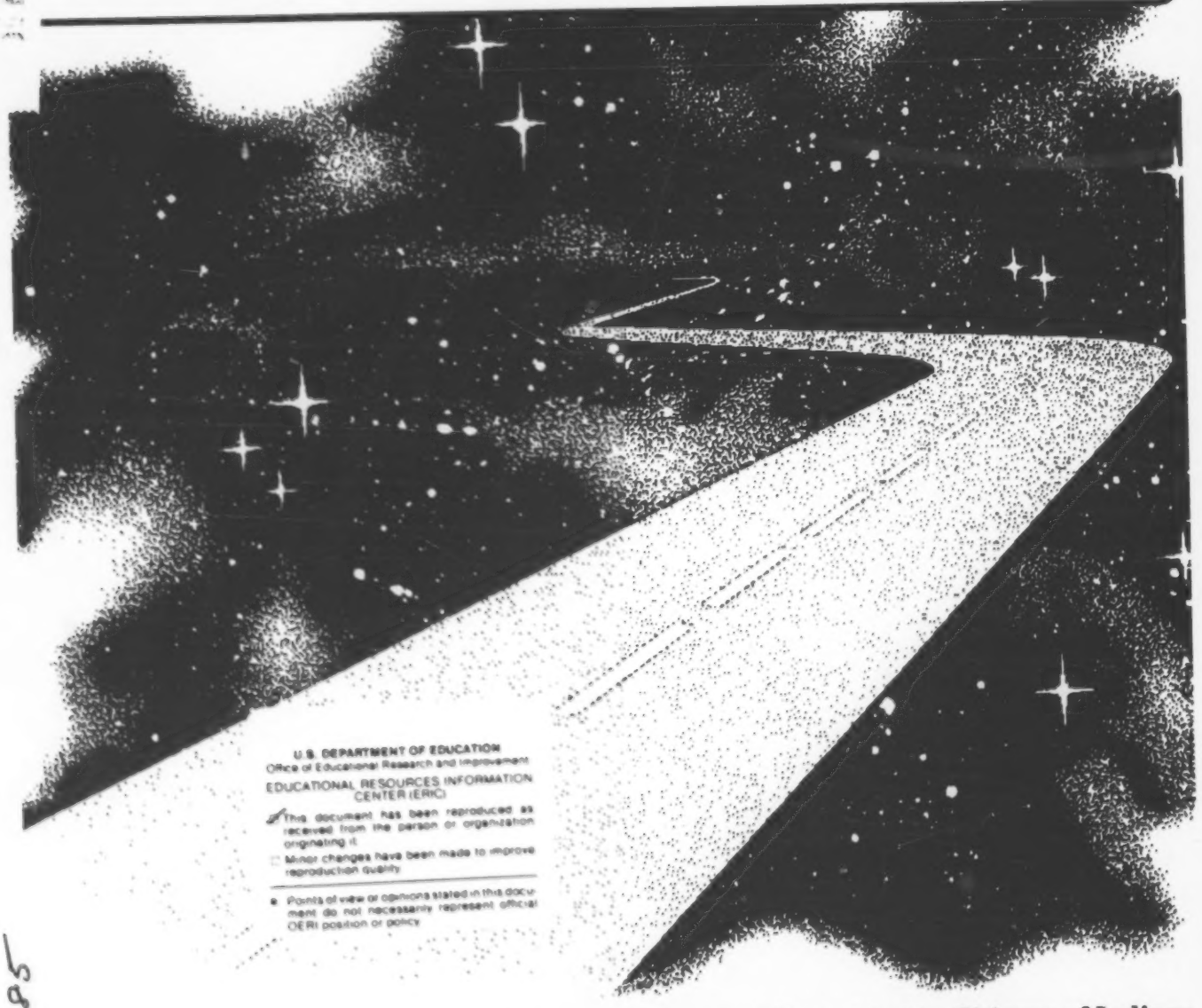
Indiana 'Report Card' 1990

Continuity and Focus . . .
in Touch with the Schools of Tomorrow



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A Progress Report to the Citizens of Indiana
Indiana Department of Education
December 1990

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Continuity and Focus . . .

in Touch with the Schools of Tomorrow

By H. Dean Evans
Superintendent of Public Instruction

Continuity and focus are the watchwords as we prepare this fifth "report card" on the state of education during the past year in Indiana's public schools.

As the decade of the '80s ended and the final elements of the 1987 A + Program for Excellence in Education went into place, the year 1990 also offered new opportunities such as these to make schools better:

1. Historic challenges to create patterns for school restructuring in the 21st Century.
2. Early childhood projects to see that Indiana children are ready for school and high-tech grants for 105 early-learning computer labs to get kindergarten and first grade pupils "off and reading."

H. Dean Evans
Superintendent of Public Instruction

The first of these, restructuring, involves fundamental redesign of the learning environment. Certainly, schools must change and evolve as communities change. Indiana's "Twenty-first Century Schools Pilot Program" offers a collaborative approach for planning change and restructuring so that it involves communities and parents, as well as students and educators. It was funded by the 1990 General Assembly with $850,000 for grants to local schools that prepare proposals to take a fresh look at how their systems operate.

Indiana's restructuring approach matches the national education goals of President Bush and U.S. governors in looking for fundamental ways to alter all learning situations from the home to the school to the community. One widely discussed proposal for change would allow parents to ignore traditional boundaries and send children to the school of their choice. Other changes also are considered. The Indiana pilot grants, to be awarded early next year, are targeted to promote (1) local level governance; (2) innovative school management based on community conditions; (3) parent and community involvement; and (4) local school improvement plans with integrated curriculum, individualized education programs, and nonstandard courses or textbook adoptions.

On early childhood assistance, Indiana is beginning to address one primary national education goal: "Make Every Child Ready – ready for school and ready to learn." The General Assembly approved nearly $3 million that was awarded in 1990 for 18 local school pilot programs. These local projects focus on (1) early childhood parental education, (2) preschool children, and (3) latchkey children.

In another phase of Indiana's early-learning assistance, the 105 computer labs were set up with $2 million in state grants for kindergarten and first grade pupils. The Indiana approach adds mathematics to the computer techniques that were developed originally to teach writing and reading.

These are only two of the year's new challenges for educational improvement in Indiana. But before I review more of our Department of Education activities in this "report card" to our citizens, I want to emphasize the importance of continuity and the importance of maintaining our focus on the A + Program until its benefits are available to a full generation of students.

"Tasting the joy of the pursuit of knowledge is inspiring, whether following one's favorite baseball team or collecting information about planets."

– How Children Learn

Evidence is emerging that achievement is increasing and that attendance is increasing. But at the end of only three years we can't say that the system is turned around, nor can we allow ourselves to overlook opportunities to fine-tune some of the A + Program's far-reaching changes. Adjustments will be made in our tactics, but our strategy must remain constant. It is only over time that we can see an impact on attitudes, philosophy, and accountability.

You will see below some of the other accomplishments that can be traced to our educational improvement efforts under the A + Program:

- Meaningful gains were recorded last March in Indiana Statewide Testing for Educational Progress (ISTEP) across all major areas tested in Grades 1 and 2, in mathematics in Grades 6 and 9, and in language arts in Grades 9 and 11.
- 5.15 percent fewer students fell below the original ISTEP cut scores that would require summer remediation, exceeding the State Board of Education goal for an annual 5 percent reduction.
- Success rates are 67 to 77 percent on ISTEP retests after the summer remediation classes, which are limited to 10 pupils with teachers who are encouraged to use innovative techniques.
- High school graduation rate statewide improved to 78 percent in 1989-90 from 75.3 percent the year before, in spite of the recent increase of six credits required for graduation. The State Board of Education's goal is to increase the graduation rate by 1 percent each year through 1993 and to reach 84 percent.
- Scores on the Scholastic Aptitude Test (SAT) among Indiana high school students are not yet improved, but among the sixth, seventh, and eighth graders who take the SAT as part of the Midwest Talent Search we can report scores of 1,100 or above by 156 students as compared with only 107 in 1988-89.
- Foreign language enrollments were up 3.75 percent in 1988-89 over 1987-88, then up nearly 2 percent again for 1989-90 when 38.5 percent of all students in Grades 9-12 were enrolled in foreign languages.
- Japanese-Chinese initiatives of the A + Program resulted in 45 Indiana secondary schools offering Japanese and 14 offering Chinese (in addition to 10 exploratory Chinese programs that are expected to be full programs next year). Enrollment in Japanese/Chinese classes was up from 187 in 1988 to 849 in 1990.

Those are only some of our school success stories. Other gains have been made in attendance rates; in reducing the number of students leaving school before graduation; and in the years of academic study in additional subjects such as English, math, social studies, and science.

Cost to the taxpayers is not insignificant. But as a wise teacher once observed: "The cost of education always seems high, until you consider the price of ignorance."

Indiana's spending for public schools today is on a par with its ability to pay when compared with other states. In state-by-state comparisons based on data from 1988, the latest year for which comparisons from the U.S. Department of Education are available, Indiana's per-capita income ranked it 30th and its per-pupil spending on public education ranked it 32nd.

Cost is not the only consideration, of course. The A + Program was recognized nationally when the General Assembly adopted it, and praise continues. As recently as November 1990, *The Herald-Times* at Bloomington commented in an editorial that no one has "offered anything new or anything better than the A-Plus proposals now in only their third year."

I am certain that ultimate success requires us to continue our vision and our focus on the primary goal: Better education for Indiana's girls and boys.

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REVIEWING STATISTICS FOR 1990

The U.S. Census, the nation's single most complete compilation of statistics, was conducted during 1990 and will offer insights for education as its figures are correlated during coming months. Although Hoosiers say in opinion polls that education is the most important item on their agenda for government, the fact is that the prior Census shows most adults have a comparatively low level of formal education.

We can hope the 1990 figures will demonstrate a degree of advancement beyond the 1980 data which showed:

1. One adult in three in Indiana had no high school diploma.
2. Indiana was 46th among the states in the years of schooling completed by citizens age 25 and older.
3. Although 16.3 percent of U.S. adults had four years or more of schooling beyond high school, this state's figure is 12.4 percent – ranking Indiana in the nation's bottom 10 percent.

As difficult as it is to characterize any institution such as public education in the State of Indiana, I will review some of the significant statistics compiled in the year just past.

For example, school consolidation continued. The total of regular school corporations in Indiana declined during 1990 from 302 to 296 with the decisions that created the new Whitley County Consolidated Schools. In the previous year, three corporations consolidated in Greene County to create the White River Valley School District.

- **STATEWIDE ENROLLMENT** in public schools continued its decade of decline in 1990, and projections to the Year 2000 no longer indicate any end to the trend. The 1989-90 enrollment of 952,247 was down by 6,831 students from the 1988-89 total of 959,078.

  Revised projections for 1990-91 represent a decline by more than 13,500 students at 944,614. Statewide enrollment at the turn of the century now is indicated at 924,492.

- **ATTENDANCE RATES**, one of the factors used in the state's Performance-Based Accreditation process, were on the rise. Attendance rates statewide increased from 94.7 percent in 1988-89 to 94.9 percent in 1989-90.

- **GRADUATION RATE** for Indiana students increased to 78 percent in 1989-90 from 75.3 percent in 1988-89, according to preliminary data comparing the number of graduates to the number of students who entered Grade 9 four years earlier. The total number of graduates was down by 8 percent to 59,415 in 1990 from 64,697 in 1989.

  Academic Honors Diplomas were earned by 3,223 graduates in 1990, up 725 from 2,498 the previous year. The State Board of Education made the Academic Honors Diploma available for the first time to the Class of 1988 and required all Indiana high schools to offer it in time for the Class of 1990.

  Fewer students also dropped out of school. Dropouts from Grades 7 through 12 totaled 17,827 in 1989-90, down by 14 percent from 20,822 in 1988-89.

- **CERTIFIED TEACHERS** in Indiana public schools in 1989-90 totaled 54,220, based on full-time equivalent positions. The figure is up about 6 percent from 53,880 in 1988-89. Seventeen fewer beginning teachers were hired and were taking part in the state's one-year internship program with an outstanding experienced teacher as a mentor. The 1989-90 total of beginning teachers was 1,404, down from 1,421. Other certified staff, such as principals and guidance

– Keith Williams/ © 1990 The Courier-Journal, Louisville

"Communication ... plays a significant role in learning. ... the urge to communicate is strong, but someone needs to receive the message."

– How Children Learn

– Kevin Kleine/Spencer Evening World

counselors increased about one-tenth of 1 percent statewide on a full-time equivalency basis from 7,986 in 1988-89 to 7,999 in 1989-90. Noncertified staff employees, such as secretaries, custodians, and bus drivers, increased about 3 percent from 44,183 in 1988-89 to 45,480 in 1989-90.

- **TEACHER SALARIES** averaged more than $30,000 a year in Indiana for the first time in 1989-90, and increases for 1990-91 average as high as 9.13 percent.

  The 1989-90 average was $31,107, up nearly 6 percent from $29,294 in 1988-89. According to the National Education Association, the state's ranking among the 50 states and the District of Columbia moved up from 24th to 22nd.

  An average increase of 5.82 percent before annual increments are added is reported in the first 210 collective bargaining contracts recorded for 1990-91 with the Indiana Education Employment Relations Board (IEERB). With the annual increment in salary included, the average increase is 8.64 percent.

  In addition, IEERB reports a significant number of teacher contracts this year call for the school district to pay the 3 percent assessment on each employee for the Teachers' Retirement Fund (TRF). Among contracts in which the school district is paying the TRF assessment, IEERB reports salary increases before increment average 6.30 percent, and after increment average 9.13 percent.

  The highest teacher salary rates again this year are in the Metropolitan School District of Wayne Township in Marion County (enrollment near 12,000). Under the MSD Wayne Township contract providing 6 percent increases, beginning teachers with a bachelor's degree will be paid $23,747, and experienced teachers with 17 years or more and a master's degree will be paid $47,153.

  Lowest teacher salary rates again are at Medora Community School Corporation in Jackson County (enrollment near 350). Under that 1990-91 contract providing 6.5 percent increases, beginning teachers with a bachelor's degree will be paid $18,397, and experienced teachers with 20 years or more and a master's degree will be paid $30,678.

- **SPENDING PER PUPIL** statewide in Indiana was $3,941 during Fiscal Year 1989, up $147 (almost 4 percent) from $3,794 in FY88.

  Although figures were not yet compiled nationally as this was being written, the level of Indiana expenditures per pupil appeared likely to maintain the state's position near 32nd in that category among the 50 states and the District of Columbia.

- **TOTAL STAFF** at the Indiana Department of Education continues to be fewer than in January 1985, six months prior to my July appointment as the Superintendent of Public Instruction. As of November 1990, despite the additional responsibilities engendered by the size of Indiana's educational improvement programs, the departmental payroll totals only 333 persons – four fewer than at the same time a year ago and 14 fewer than in January 1985.

"Facts alone do not assure understanding. For knowledge to be meaingful ... it must be interpreted, analyzed, and arranged in an orderly manner that makes sense to the individual."

– How Children Learn

1990 Highlights and Sidelights

One highlight of our A + Program's advancement in 1990 centered on the first cycle of the new system of Performance-Based Accreditation. Others involved a new emphasis on educational research and development and continued evolution of the computer system that smooths the flow of local school district reports to the state office and operates the statewide toll-free employment referral and bulletin board systems for educators.

The Performance-Based Accreditation process and its requirement that each school develop a School Improvement Plan are widely acknowledged as key elements in the Indiana plan to make education better.

School Improvement Plans offer a building-level mechanism for teachers and administrators to recognize and exercise their potential as agents of change. Responsibility to devise improvements is opened to each school along with opportunities for experimentation and suggestions to deregulate or change existing rules and regulations.

The first accreditation cycle was completed in 1990, and each of 356 schools in that first cycle is now dedicated to fulfilling its own School Improvement Plan – a plan developed in concert by each school's teachers, administrators, students, parents, and community. While 97.8 percent of the first 356 schools were awarded full accreditation status, eight were given probationary status. The eight will receive technical assistance from the state Department of Education and each is to propose a plan for improvement within one year.

About one-fifth of Indiana's more than 1,900 schools undergo the accreditation process each year in the five-year rotation. A second cycle of accreditation is in progress now with some 325 schools involved in the self-examination and evaluation before preparing their improvement plans.

The A + Program's accreditation process is based on outcomes – measurements of educational performance – rather than such "inputs" as higher degrees held by the teachers or the number of books in the school library. Outcome measurements include (1) student attendance rates, (2) graduation rates for high schools and others where appropriate, (3) proficiency in reading and English/language arts, (4) proficiency in mathematics, and (5) scores in Indiana Statewide Testing for Educational Progress (ISTEP).

This system bases state accreditation for public schools (and nonpublic schools that elect to do so) on those five measures of performance in addition to statutory health and safety requirements and legal standards. Legal standards for public schools include: (1) minimum instructional time requirements, (2) staff-student ratio, (3) curriculum requirements, (4) a staff–performance evaluation plan, (5) the Beginning Teacher Internship Program, and (6) a school improvement plan. Schools also may continue to qualify for other accreditation such as that of the North Central Association.

The emphasis on broad-based development of a School Improvement Plan involves students, parents, and all community residents directly in the future of their schools, along with teachers and administrators.

This and other elements of the A + Program help to make more Hoosiers than ever aware that their children and grandchildren need rock-solid educational foundations if they are to build happy and successful lives.

Awareness is a "plus," one of the positive changes in a state where the lure of jobs on bustling assembly lines once bumped education aside in the minds of some high school students thinking about future employment. Industry executives tell us that it has been a dozen years or more since they could match the requirements of today's jobs to the training and skills of new high school graduates. They say far too many high school graduates don't know enough to handle today's jobs. They say many girls and boys cannot even fill out applications for jobs. They say the workers they hire typically have two years of training after high school.

Many Americans already realize schools must get better. But less than a third think schools are getting better fast enough. Let me mention a couple of comparisons from the annual Gallup Polls on education. Among persons surveyed nationally in 1988, 29 percent thought schools showed "improvement" over the previous five years; in 1990, only 22 percent thought schools had improved.

But it also appears that the more you know about schools first-hand, the more you like and respect what schools do. The Gallup Polls show striking contrast between ratings that parents give the nation's public schools as compared to their own

"Problem solving needs to take place in a safe, secure environment where the price of failure is not too great and further attempts are encouraged."

– How Children Learn

– Kevin Kleine/Spencer Evening World

children's local schools: Only 21 percent give an A or B grade to the nation's schools; 72 percent give an A or B grade to their local schools.

If schools are to benefit from so close a relationship with the communities they serve, more nurturing effort than ever will be required. Fewer than one family in five will have children of school age during the next decade. Although earlier projections indicated Indiana school enrollment would rise slightly during the 1990s, newer projections from birth trends and historical data actually show a decline of nearly 28,000 students by the Year 2000.

"What is 'taught' may not be what is learned. Knowledge is not something that is given to children: knowledge is constructed by each child."

– How Children Learn

In brief, these were other highlights and sidelights of 1990:

- **RESEARCH AND DEVELOPMENT** was added to the Department of Education agenda by the Indiana General Assembly during 1990, and Dr. William Strange was transferred from his post as the Senior Officer in charge of the Center for School Assessment to be Director of Educational Research. By year's end, 17 R&D projects were under contract. Some are feasibility studies on such proposals as "school choice" and "Rule S-1 preschool fiscal impact." Others call for evaluation of such pilot programs as "full-day kindergarten" and "thematic instruction."
- **A $60,000 GRANT** from the Carnegie Corporation of New York was awarded to expand the Department of Education's task force on restructuring of middle school education in Indiana. It will add resources, ideas, concerns, and interests from the Indiana Department of Human Services, Department of Public Welfare, and the State Board of Health. Task force members, who are among more than 200 citizen-advisors assisting the Department of Education on educational issues, are helping to develop a statewide policy to address needs of adolescent youth and plan reduction in factors that alienate adolescents.
- **THE COMPUTER SYSTEM** allows local schools statewide to file reports electronically via toll-free telephone modem connections. During 1990, custom software was upgraded for its IDEAnet bulletin board system that serves all teachers. IDEAnet stands for Indiana Department of Education Access Network and provides free statewide connections for teachers to exchange ideas and commentary, as well as computer files. In addition, PEER (Professional Education Employment Referral) is available for job-posting by educational employers and job-searching by prospective teachers.
- **NATIONAL HONORS** in 1990 went to Mark Miller, a mathematics teacher at Northside Middle School in the Bartholomew Consolidated School Corporation at Columbus. He was a second-time winner in the Presidential Awards Program for Mathematics and Science. Statewide winners included two other Columbus teachers – John Kasting, a science teacher at East High School, and Dale Nowlin, mathematics teacher at Central Middle School. Other mathematics teachers honored were Mary Riehle, Roncalli High School, Indianapolis; Anna Grimes, Allisonville Elementary School, MSD of Washington Township, Marion County; Ester Otten, Franklin Elementary School, Vincennes Community School Corporation; and Janell Uerkwitz, Dayton Elementary School, Tippecanoe School Corporation, Lafayette. Science teachers cited as statewide winners were Rick Crosslin, Chapel Glen Elementary School, MSD Wayne Township, Marion County; Monica Ellis, Indian Creek Elementary School, MSD Lawrence Township, Marion County; Sheri Johnson, Happy Hollow Elementary School, West Lafayette Community School Corporation;

– Jayson Mellom, Marion Chronicle-Tribune

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James Tarnowski, Avon High School, Avon Community School Corporation; and Kathleen Gulley, Pike High School, MSD Pike Township, Marion County.

- **INDIANA TEACHER OF THE YEAR** selected for the 1991 national competition was Darcia King-O'Blenis, a social studies teacher at Navarre Middle School in the South Bend Community School Corporation. Runnerup was Donald M. Luepke, a mathematics teacher at Concordia Lutheran High School at Fort Wayne. Other finalists were Janet W. Doi-MacLean, LaSalle Elementary School, School City of Mishawaka; Karen A. Dowbnia, Crawford Elementary School, Vigo County School Corporation, Terre Haute; Rose Higdon, Long Beach Elementary School, Michigan City Area Schools; Juanita Mendenhall, South Side High School, Fort Wayne Community Schools; Lora Spargur, Lew Wallace School No. 107, Indianapolis Public Schools; Philip M. Spray, Homecroft Elementary School, MSD of Perry Township, Indianapolis; Mary-Anne S. Thompson, Richmond High School, Richmond Community School Corporation; and Maria Rivert Walsh, Pike High School, MSD Pike Township, Indianapolis.

"The school environment must be a place where children . . . have the opportunity to assume responsibility for their own learning."

— How Children Learn

- **INDIANA SUMMER SCHOOLS,** in addition to ISTEP remediation, offered enriched and accelerated learning for about 150,000 girls and boys whose local school corporations were able to take advantage of the $15 million for reimbursed expenses authorized by the General Assembly. More schools offer summer classes and enrollments rise to match available funds, and I believe expanded summer school programs offer one solution for the idle young during a long, hot season when neighborhood tempers flare easily and the streets are the only recreational area. The special summer program called FLEX, the Focused Learning EXperience, was expanded from nine schools in 1989 to 14 in 1990, and the "'Slice' of Tomorrow's School" program was continued at the two originating schools to help in evaluating innovations for 21st Century restructuring.

- **INDIANA SAT SCORES** averaged four points lower than in the previous year on the verbal portion of the Scholastic Aptitude Test but remained level on the mathematics portion. At 408 verbal/459 math, Indiana's average is 867 on the 1,600-point test. The national average for 1990 was 900. Indiana ranks fourth from the bottom among the 22 states with a high percentage of students taking the test. Only Georgia and North and South Carolina have lower SAT averages. Some arguments are made that the lower scores are a result of a high percentage of students taking the test. About 54 percent of Indiana graduates take the SAT, but an even higher 74 percent take it in Connecticut where the average score is 901. The College Board, sponsor of the SAT, points to another factor: Only 28 percent of Indiana seniors who took the SAT had 20 hours or more in the six academic subjects — English, mathematics, foreign language, social studies, science, and fine arts (art and music). Nationally, 40 percent had.

— Joe Raymond/South Bend Tribune

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Our efforts were continued to involve communities and parents more with their schools.

Our vision for a statewide Values-Awareness Initiative in July 1989 resulted in 14 communities forming local organizations to reinforce the concept of a common core of civic and public values. These are commonly shared values of the society that are as likely to be passed on to a new generation in the behavior of adult roles models as they are to be passed on by a teacher in a classroom. The objectives in each of these

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"Being curious, inquisitive, creative, cooperative, industrious, or helpful cannot be taught through instruction or drill. Primarily, dispositions are acquired by being around people who exhibit them, value and encourage their development, and provide opportunities for them to be practiced."

– How Children Learn

community-based organizations range widely but all are based on the premise of teaching a new generation about respect – respect for self, respect for others, and respect for the environment in which we live as a community.

In the same vein, our Parental Involvement Task Force was revived in 1990 within the Department of Education. Its mission is to reemphasize and support activities that point up contributions to be expected from the family unit if girls and boys are to be successful and lead happy lives. Task force members will build on the 1987-89 work of a Committee on Attitudes, Motivation, and Parental Involvement. Their efforts encourage community residents, as well as parents, to be a part of the learning environment.

Our effort throughout the past year was one of continuity to maintain our focus on the high quality of school improvements that emerged over the last five years from the thoughts and experiences of hundreds of Hoosier volunteers on dozens of Department of Education task forces. Quality education was on the minds of these citizen-advisors as they helped to set the agenda for educational strategies in the future.

In this closing decade of the 20th Century, our task is to improve education to insure the quality of life that we as parents and grandparents want for this new generation and that the new generation desires.

Today's reality already demonstrates that economic advancement is stymied more by shortages of qualified and skilled people than by any shortage of jobs for them to do. I can only repeat my belief that graduates of Indiana high schools must possess the personal characteristics to be contributing members of society and to fit into the workforce for the remainder of this century and into the 21st Century. That means they must be endowed by their families, by their schools, and by society with a respect for the ethic of hard work, with thinking abilities to be problem-solvers in use of abstract reasoning, and with a command of English plus another language whenever possible.

While we continue to focus on developing the improvements of the last five years, our challenge in today's educational community is to revise and reinvent the ideal environments to achieve this level in learning.

– Paul Schuhmann/ © 1990 The Courier-Journal, Louisville

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Center for Community Relations and Special Populations

Special needs of Indiana adults and many school-age girls and boys continued to create special challenges in 1990 for educators whose efforts were assisted by state and federal programs. Here are some highlights followed by more detailed reports:

- Nearly 11 percent of Indiana's 952,247 public school students received special education services in 1990, and the General Assembly has mandated additional special education for preschool children with funding on its agenda in the 1991 session.
- In addition to existing adult education classes that reported statewide enrollment near 44,000, special grants totaling $746,329 helped to create programs for homeless adults and legalized aliens who do not speak English.
- Indiana's own $20 million-a-year Educational Opportunity Program for At-Risk Students funded 725 different projects in 1990 to assist students identified as being at risk of failure or dropping out of school.
- Federal Chapter 1 programs to assist educationally disadvantaged students involved 1,272 public and nonpublic schools and more than 90,250 students from preschool to Grade 12.
- A School Violence Prevention Symposium attended by more than 200 persons was included in the 1990 activities that also were aimed at race and gender equity.
- Nearly 16,000 language-minority students, representing 177 languages other than English, were enrolled in 1990 in 82 of the state's 92 counties and 224 of the 1989-90 total of 302 school corporations.
- Awareness campaigns continued to alert local educators of the presence of homeless families with school-age children.

"Learning is a complex process that results from the interaction of children's thinking and their experiences in the outside world"

– How Children Learn

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Division of Special Education: Indiana's 650-page state plan was approved conditionally by the U.S. Office of Special Education Programs in mid-November and the division's proposal to revise Rule S-1 is expected to be submitted early in 1991 to the State Board of Education. The proposed rule increases flexibility and opportunities for local decisions regarding special education.

Mediation services, offered by the division since the summer of 1989, gained broad support during 1990. As an alternative to adversarial and expensive due process hearings, it is offered as voluntary, free, and fast (usually in 10 days). Agreement rate is 85 percent in nearly 50 mediations conducted so far.

As part of the On-Site Monitoring system, outside participants have been trained for the division-led monitoring teams. They include parents, principals, superintendents, university personnel, and other agency employees.

Speedier transmission of reports, via electronic systems at two-thirds of the special education planning districts, resulted in savings in human resources needed for collection and transfer of child count information.

Division of Adult Education: More than the expected 1,500 homeless adults in need of basic education are attending classes at 20 shelters, through a "Homeless Hotline," and in other special facilities. Programs emphasize life skills, academic skills upgrades, and "personal growth."

– Kevin Kleine/Spencer Evening World

In 75 local programs for Adult Basic Education and adult secondary education across the state, nearly half of the 44,166 students were less than 24 years old. Nearly three-quarters either completed a level of instruction or continued their studies. Regular high school diplomas or General Educational Development (GED) certificates were earned by 7,284, and 3,252 went on to further training. When they enrolled, 12,916 were at the beginning literacy level, and 19,632 were unemployed. Another 5,736 were in mental health or correctional institutions. Of those unemployed, 3,692 found jobs and another 2,655 of the students improved their employment status.

GED-on-TV, a new function begun in August, resulted in 14,563 inquiries on a toll-free telephone line in its first three months. Twenty-five hundred signed up for the program, and 367 scored high enough on a preliminary test to be issued vouchers to take the final test. Thirty-one took the final test, and all 31 passed.

A special Adult Education Task Force examined the system's delivery system during 1990 and is recommending additional projects. One project already in place with Department of Education funding is the Indiana Literacy Resource Center. It conducts staff training sessions, maintains a professional library, a cadre of resource personnel, and the Indiana Literacy Hot Line, a telephone referral service that responded in Fiscal Year 1990 to 1,036 calls. During 1990, its downtown Indianapolis office expanded hours to Saturday to serve teachers unable to visit during the week. It also supports the 24 pilot projects in the Indiana Program for Adult Competency Education.

Division of Educational Opportunity for At-Risk Students: Local school corporations assisted about 124,530 at-risk students with the 725 different types of programs they developed with $20 million in state grants and about $7 million in local funds.

Examples of assistance for at-risk students include:

1. School City of East Chicago trained 16 parents initially to lead workshops to teach other parents in ways to help their children with homework, to identify a drug dependency, or to discourage gang membership. Now 150 parents are active in the program and view themselves as part of the school solution.
2. Paoli Community School Corporation added an alternative assignment room where students serve in-school suspensions under a supervisor who insures they do homework or make-up work.
3. Schools in the Metropolitan School District of Martinsville provide for a "contract" for troubled students to stay in school if they agree to meet specific academic, behavioral, or attendance requirements. It helps students with personal problems ranging from drug/alcohol abuse to emotional stress.
4. Anderson Community School Corporation expanded its early intervention program, Step-Up, to offer enriching experiences for children who complete kindergarten but can benefit before first grade from pre-reading and pre-mathematics concepts.

"Social interaction skills are not taught. To learn them, children need to be around people who exhibit qualities such as friendliness, cooperativeness, and sincere concern."

– How Children Learn

Division of Compensatory Education: Using $62.3 million in federal funds, 298 of Indiana's 302 school corporations offered Chapter 1 programs in 1990 that supplemented educational projects and encouraged parental involvement. The programs assist educationally disadvantaged children to succeed in regular classrooms, attain grade level proficiency, and increase achievement in both basic and advanced skills.

Some 5,300 parents and educators attended the division's fourth annual series of workshops at university sites in Columbus, Ft. Wayne, Gary, Greencastle, Indianapolis, Muncie, South Bend, and Vincennes. The division's annual

Administrative Workshop focused on program effectiveness and was attended by more than 1,000 Chapter 1 educators. The staff also developed a Program Improvement Guide and conducted six regional institutes to assist school efforts for effectiveness.

National recognition by the U.S. Department of Education was announced for one Indiana program at the Atlanta conference of the International Reading Association. Cited as exemplary was CARE (Committed to Achieving Reading Excellence), a Kindergarten-Grade 6 program at East Washington School Corporation in Pekin.

"The ability to understand the problems of others begins in the early years and creates a foundation of human awareness that is a highly treasured trait in human beings."

– How Children Learn

Division of Educational Equity Services: Technical assistance to local agencies is offered by the Division of Educational Equity Services to ensure racial and gender equity in instructional and personnel policies and practices. In addition to the symposium for 200 persons on School Violence Prevention, the division also assisted local agencies with:

- TAPS (Title IX Academic Preparatory Studies), to increase the number of female students and minority males in the study of mathematics and science; 150 students at Evansville, Ft. Wayne, and Gary.
- Triple-P (Participating Parents for Progress), to increase parents' involvement, especially among minority parents; 700 parents and educators in Indianapolis Public Schools and the Metropolitan School Districts of Decatur, Franklin, Lawrence, Perry, Warren, and Wayne Townships of Marion County.
- Title IX reviews were conducted in 15 local educational agencies, at the request of the school districts, to assess their status in regard to compliance with Title IX regulations prohibiting discrimination based on gender.

The division also cosponsored a Gender Equity Conference for Juvenile Female Offenders with the Indiana Department of Corrections, 110 educators attending; assisted Indianapolis Public Schools with its annual two-day African-American History Conference, 300 attending; assisted with the fifth annual Women and Work Conference, 375 attending; cosponsored the "Pathways" conference for junior high school female students to explore career options, 225 students.

Project SET (Student Exploratory Teaching), a junior high/middle school and high school program to encourage students to consider careers in education, was active in 1990 in 54 schools and involved more than 1,100 students in educator-development type of activities.

– John Gentry/The Indianapolis News

Division of Language Minority and Migrant Programs: While school enrollment in Indiana declined nearly 8 percent since 1983, the population of language-minority students increased 13 percent, according to the data gathered by the Division of Language Minority and Migrant Programs to help local school corporations in eliminating barriers for students with limited proficiency in English.

The division's help includes assistance with planning, inservice training of teachers and administrators, and lending of printed and audio-visual instructional materials. The division's Media Resource Center is the state's largest library devoted to helping local schools adapt curriculum to the needs of language-minority students.

"Clifford," a big red dog that appears in children's literature, visits and reads aloud in both Spanish and English as part of the Reading Is Fundamental (RIF) program. RIF promotes easy-to-read books given to migrant children.

Supplemental instructional services were given during 1990 for 4,000 migrant children who also were provided with supportive services – health, dental, and nutritional. The Indiana Migrant Education Program was awarded a continuation grant to provide AIDS awareness training. Traveling tutors at migrant camps continued to

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–M. D. Miller/Martinsville Daily Reporter

emphasize oral language and communication skills. Education and health records of children in migrant programs are transferred via a national data bank to follow them from state to state. Indiana's program was one of only four in the nation to be recognized by the U.S. Department of Education initiative to identify unusually successful programs that serve disadvantaged youth.

McKinney Program for the Education of Homeless Children and Youth: As part of the continuing campaign to increase awareness about school-age children in homeless families, statutory changes by the Indiana General Assembly in 1990 allowed students to attend schools where they, the children, are living if it is in their best interests despite their families' residency situations.

An informational brochure was written and sent to every teacher in the state, and a 20-minute videotape about children in homeless families was provided for the use of every Indiana school superintendent.

Specially designated federal funds were awarded to four Indiana communities to begin pilot projects to link schools with community services to ensure educational continuity for children in homeless situations. The sites funded are Bloomington–Monroe County Overnight Shelter; Evansville–Vanderburgh School Corporation; Kokomo Shelter/YMCA Family Intervention Center; and South Bend Community Schools.

Center for Professional Development

Evaluations of the effectiveness of the Beginning Teacher Internship Program shared the 1990 spotlight in the Center for Professional Development as its staff continued the process of establishing joint accreditation of teacher education programs at 40 Indiana institutions of higher learning in concert with the National Council for Accreditation of Teacher Education (NCATE).

The center issued 25,368 teaching certificates as of October 1990, an increase of 1,195 from the previous 12 months. Reduced processing time for new licenses continued to reflect improved computer capabilities.

The Indiana Principal Leadership Academy (IPLA) was encouraged to offer a similar seminar program for superintendents.

"Possibly at no other time in the child's life will enthusiasm about accomplishments be so openly communicated to peers and significant adults."

– How Children Learn

Beginning Teacher Internship Program: With the internship program beginning its third year in 1990-91, more than 4,500 teachers will have been involved in its one year of instructional assistance to help develop classroom competence. The figure approaches 10 percent of the state's current total of 54,220 classroom teachers. Nearly the same number of outstanding experienced teachers have served as mentors in the internship program.

Evaluation of the Indiana program's effectiveness includes critiques and interviews with beginning teachers, mentors, and principals, as well as the data from several university studies. One Purdue University study features 25 research topics chosen by graduate School of Education students in Dr. Charles Kline's class on supervision. Another study of internship programs is under way by the national consulting firm, Rand Corporation, to compare several hundred first-year teachers, half of them in internship programs and half not.

Preliminary summaries of the studies reveal two common conclusions. First, Indiana's Beginning Internship Program is well-accepted and persons who were surveyed praise the way the Department of Education administers it. Second, a crucial element in success of the program is in the level of support, the understanding, and the coordination within the school corporation and school. When support, understanding, and coordination are evident, the internship program develops more enthusiastic, more satisfied, and more competent beginning teachers. A fringe benefit is the

renewed enthusiasm and new professional growth of the mentors and administrators involved.

"Enthusiasm for learning may be dulled ... when math becomes something done at school and replaces a kindergartener's delight at demonstrating his/her ability to count plates on the table, measure a cup of milk to bake cookies, or brag about being 42 inches tall."

– How Children Learn

Teacher Education: In continuing the joint Indiana/NCATE accreditation, 60 new members for the Board of Examiners took the three-day training required to serve on accreditation teams. Educators from public schools and from higher education institutions served on eight review panels which examine programs that prepare teachers in specific subject areas. About 30 other individuals conducted six on-site reviews that require a three-day commitment away from their professional duties to gather data regarding compliance of teacher education programs to the 18 standards for Indiana/NCATE accreditation.

Three workshops in curriculum design were conducted by the Center for Professional Development to offer assistance to institutions in meeting Indiana/NCATE Knowledge Base Standards.

New patterns of preparation were developed during the year for school counselors and for preschool teachers in special education. Flexibility in the new rules for counselors permits individuals prepared in nonteaching professions to qualify by completing a one-year internship.

An early childhood minor in special education was created to qualify a holder of basic licenses in elementary, early childhood, and all-grade education to serve in preschool special education. While this minor is not required to teach preschool handicapped children, it offers a background in planning and implementing programs for handicapped infant/toddlers and preschoolers.

Teacher Certification: Processing time to certify and issue a new in-state teacher's license was reduced in 1990 to an average of 10 days, a far cry from the weeks of waiting reported a few years ago before computerization of the system. Time to issue out-of-state evaluations was reduced to four weeks.

In addition to issuing 1,195 more licenses in the 12 months ending October 1990, as mentioned earlier, the office responded to 51,732 telephone calls, 13,418 more than in the previous period. It replied to 45,716 mail inquiries, up by 6,783. Fees collected total $407,025, down $15,343 from $422,368.

– Tony Hare/Peru Daily Tribune

Teacher Examination: The Indiana program requires all candidates for initial teaching licenses to take examinations. This involves a total of 46 subject area tests plus three areas covered by the National Teachers Examination (NTE) Core Battery. Success rates of undergraduates and graduates taking the Core Battery tests once during a single testing year are about 90 percent on (1) communication skills, 94 percent on (2) general knowledge, and 95 percent on (3) professional knowledge.

Fourteen new subject area tests were validated in 1990 for use beginning in the fall of 1991. The new tests will replace those in the areas of business education, economics, moderately mentally handicapped, minimally mentally handicapped, general science, geography, government, health and safety, physical science, early childhood, psychology, sociology, U.S. history, and world civilization.

Indiana Principal Leadership Academy: Now in its fifth year, the Indiana Principal Leadership Academy (IPLA) has graduated 500 principals with improved leadership skills for the state's 1,800 schools. Success of its programs is indicated by recent suggestions that a similar experience be established for Indiana school superintendents.

The IPLA provides 18 days of professional seminar experience over two years. Three hundred principals are enrolled in six classes of 50 each. A new class of 50 is enrolled each quarter as an earlier class is graduated. Sessions are conducted in rented convention-type facilities. Curriculum themes are Leadership, Communication, Culture, and Programs. The seminar requires development of plans that the

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–Tracy Glantz/Greensburg Daily News

candidate can use in his or her school. Follow-up visits are conducted at local schools by the IPLA staff as post-graduate assistance.

Center for Administration and Financial Management

The mission of the Center for Administration and Financial Management was altered during 1990 with the transfer of educational information services into a reorganized Center for Assessment, Research, and Information Technology.

The change reflects the administrative and financial management responsibilities more accurately in the center's four remaining divisions – the Division of School Finance, the Division of School Facility Planning, the Division of School Traffic Safety/Emergency Planning, and the Division of School Food and Nutrition Programs.

Computerization of the entire Department of Education continues to improve productivity in all divisions and to permit electronic data collections from many school corporations statewide. As one example, nearly 200 financial reports from local schools are expected to be filed electronically during 1991, eliminating the need to duplicate keyboard entry and reducing the chance of errors.

Division of School Finance: With the requirement for each school corporation to publish a detailed "report card" for the first time this year, the Division of School Finance developed and designed a model newspaper format for use statewide in legal advertising. It also assisted the Department of Education citizen-advisor task force in developing a proposal for a new state/local funding formula.

The division is responsible for calculating and distributing the state's tuition support money to local public schools. For Fiscal Year 1991, distribution will total $2.2 billion.

The state support is designated for the following areas: Tuition support, Social Security reimbursement, transportation, Prime Time, adult education, summer school, summer remediation, transfer tuition, Average Daily Attendance (ADA) flat grants, desegregation claims, textbook reimbursement, at-risk programs, Beginning Teacher Internship Program, Performance-Based Awards.

The state collects and audits school corporation information about receipts and expenditures, in addition to the data required for calculating tuition support. Its formula is available electronically on the statewide computer bulletin board system called IDEAnet, the Indiana Department of Education Access Network. Local school officials may use the on-line calculation programs via computers with telephone modems to calculate their own tuition support and Prime Time distribution figures. Use of IDEAnet also has reduced the time to process the Biannual Financial Report.

"... learning must be linked with experiences in which children are interested; otherwise we risk destroying a natural enthusiasm ... (with) a teacher-controlled set of experiences that treats learning as telling or giving information."

– How Children Learn

Division of School Facility Planning: Two hundred fifty of the state's 296 local school corporations were visited by the Division of School Facility Planning in the 12 months ending October 31, 1990, as it reviewed a total of 1,092 applications for schoolhouse remodeling, expansion, or new construction.

As part of its responsibility to evaluate school sites and to review proposed building projects, its personnel reviewed more than 150 preliminary and final plans for major remodeling, additions, and new construction.

For 1991, the division plans an inventory of school facilities statewide.

In addition to reviewing plans, the division administers the Indiana Veterans Memorial School Construction Fund and the Common School Fund. In 12 months, it evaluated 18 applications to the Common School Fund for advancements that resulted in awards totaling $22,567,794. Awards under the disaster and nondisaster provisions of the Veterans Memorial School Construction Fund totaled $1,967,000.

Division of School Traffic Safety/Emergency Planning: Earthquake preparedness was reemphasized in the Division of School Traffic Safety/Emergency Planning during 1990. After widely publicized forecasts for a major earthquake in early December on the New Madrid fault from Missouri into southwestern and central Indiana, the division reminded local school corporations to be prepared for emergencies at all times and renewed the warnings of its 1987 document, "A Guidebook for Developing a School Earthquake Safety Program."

"Tornado Preparedness Week" was conducted as usual in March with 60 percent of public schools taking part.

A 10 percent increase from 1,928 students to 2,127 was reported in the Motorcycle Operator Education Program, begun under General Assembly mandate in 1987. Indiana State Police statistics showed motorcycle deaths down in 1989 to 68, the lowest since 59 in 1971.

Enrollment for driver education in automobiles continued to decline with high tuition fees cited as a major concern.

Under a $100,000 federal grant, the division produced "My School Bus Video," a television tape on safety that was sent to all school corporations and public libraries. The division worked closely with Indiana State Police, Riley Hospital for Children, and several private companies to produce the video. They and the 20 students who "starred" in the production were feted at a State House reception during School Bus Safety Week.

Forty-seven summer safety workshops were conducted and nearly 20,000 bus drivers recertified. Workshops were highlighted by a presentation on a new commercial drivers' licensing program.

"The American high school student body represents the largest heterogeneous group of which the students have ever been or ever will be a part."

– How Children Learn

Division of School Food and Nutrition Programs: Indiana schools serve 570,000 lunches daily and 45,000 breakfasts – the breakfast total almost doubled in the past two years with new emphasis that includes current competition for federal start-up grants.

The U.S. Department of Agriculture's Child Nutrition Programs and the Food Distribution Program are administered in Indiana by the Division of School Food and Nutrition Programs. In the distribution program, the division annually allocates 730,580 cases of food products with a value near $14,632,000 to eligible recipient agencies.

– Bob Cooley/Michigan City News Dispatch

In the Nutrition Education and Training Program (NET), the division conducted 34 nutrition education workshops for 700 teachers, food service employees, and other school personnel. Another 374 food service personnel attended 20 workshops for "Hands-On Training" and 90 new food service directors were given intensive training at two workshops. As part of the federal efforts to improve internal controls, 1,200 school officials attended 32 spring and fall workshops on proper implementation of AccuClaim regulations.

Productive time of Department of Education field consultants improved through the use of portable, laptop-style computers. Consultants are able to avoid the time and expense of frequent travel to the central office by using the computer and telephone modem resources to complete reports from the field.

Center for School Improvement and Performance

"Individuality is as evident in high schools as in kindergarten. Instruction, to be successful, must accommodate this tremendous diversity."

– How Children Learn

How Children Learn is the title of the document created during 1990 by the staff of the Center for School Improvement and Performance to help the Indiana Curriculum Advisory Council address issues in education for the 21st Century. Quotations from the pages of *How Children Learn* were selected to highlight the margins of this report.

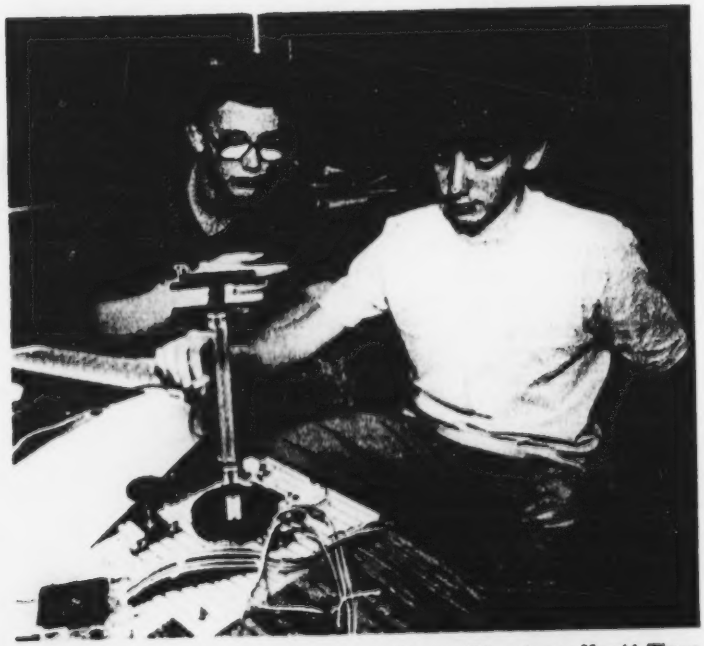
The mission of the Center for School Improvement and Performance is to help Indiana schools to be places where all children can learn, progressing at different paces, and with opportunities to assume responsibility for their own education in the process of lifelong learning. As one chapter title in *How Children Learn* expresses the idea: "Learning One's Way Through Life."

Focusing on the child and how children learn, the center's staff translates statutory mandates of the General Assembly into working programs for Indiana schools. Its functions are performed through these seven sections: Gifted/Talented Education, Learning Resources, Long-Range Planning, Program Development/Prime Time, School Assistance, Student Services, and Vocational Education.

The center's operations also may be divided among three stages of children's lives: "Early Childhood and Elementary Years," "Adolescence: The Middle Years," and "High School: Finding the Road to Adulthood." In addition, the center's operations include an element dedicated to helping teachers and administrators. The following reviews 1990 activities in those areas:

Early Childhood and Elementary Years

Eighteen local pilots in the Early Childhood Program were funded with nearly $3 million from the 1990 General Assembly. Each involves the legislative priorities for (1) early childhood parental education, (2) preschool children, and (3) latchkey children. Sixteen projects are piloting readiness materials to help meet the national goal to "make every child ready" – ready for school and ready to succeed. Four other local districts are developing methods to evaluate and report on the achievement of boys and girls in kindergarten.



– Simon Wheeler/Bloomington Herald-Times

Project Prime Time reduced pupil-to-teacher ratios in primary grades for a seventh year. It also involved more than 2,000 teachers and Prime Time aides in summer camp programs and a series of "Prime Time Fairs." Seminar presentations at the fairs encouraged teachers to share innovative strategies and motivational ideas.

Thematic instruction, a technique for interdisciplinary extension of the curriculum on a common theme, was demonstrated in elementary grades in five school districts with technical assistance from the Center for School Improvement and Performance. Successful arrangements included cluster grouping, self-contained gifted/talented classrooms, and resource room services. Assistance is available to other corporations interested in developing interdisciplinary/thematic curriculum.

A thematic teaching unit titled, *Wet and Wild Water*, was prepared with the ISTEP proficiencies identified by the Department of Education staff, then distributed to teachers in ISTEP remediation classes. The thematic unit was the focus of professional development training offered to encourage these teachers to innovate – not to

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use more of the same teaching techniques that proved ineffective in the regular school year. Remediation classes are limited to 10 students, and are offered in the Extended Learning Program for students who score in low ranges of ISTEP in Grades 1, 2, 3, 6, and 8.

Challenges for students to practice creative problem-solving skills were offered again in the Odyssey of the Mind and the Future Problem-Solving competitions. Both begin in elementary grades and continue through high school years under sponsorship of Gifted/Talented Education section. Both competitions involve real-life problems that can transfer from the classroom to the home, to the workplace, and to society at large.

Reading for fun and pleasure, as well as educational development, was encouraged through the Reading Is Fundamental (RIF) program. Nearly 27,000 paperback books were distributed free to 8,952 students at 43 elementary schools through RIF Mini-Grants.

Year-around learning opportunities beyond the traditional nine-month school year were expanded in 1990. In addition to ISTEP remediation classes funded by the state in 295 school corporations for 30,199 students, regular summer school programs were offered in 277 school corporations. They enrolled 132,282 students at a cost of $17,173,795 (reimbursed by the state for $14,947,705 or 82.8 percent of that total).

– Jim Young/The Indianapolis News

Also during the summer, FLEX, the Focused Learning EXperience, was expanded from nine school corporations in 1989 to 14 in 1990. It involved 2,600 elementary students. Grants for FLEX classes are awarded by the state to local districts that propose 15-day or 20-day programs during at least two months of the vacation period. FLEX programs combine out-of-classroom learning experiences with classroom-based instruction that takes advantage of the expertise of community residents who are knowledgeable in the field of study. Each FLEX program focuses on one among six academic priorities – English, reading, math, foreign language, social studies, and science.

High-technology instruction in Indiana was advanced during 1990 with the award of Project 3R's grants totaling nearly $2 million for 105 schools to extend computer technology into kindergarten and first grade for reading, writing, and mathematics. In addition, the trailblazing Buddy System for take-home computers, was expanded to 12 schools involving nearly 1,000 pupils. The Buddy System, set up with business and industry partnerships and contributions in 1988, was limited originally to fourth graders at five schools; state funding of more than $1 million helped expand it to fifth and sixth graders at more schools. "Distance learning" advancements through the Indiana Higher Education Telecommunications System (IHETS) made such classes as Russian and calculus available even in small schools via television links.

"High school students are likely to attend school in a multicultural environment about which many of them are relatively uninformed."

– How Children Learn

Adolescence: The Middle Years

Indiana is one of 27 states with grants from the Carnegie Corporation of New York for a Middle School Task Force to develop policy recommendations after statewide review of middle-grade education. A monograph to be published in spring 1991 will guide local schools in using Carnegie recommendations. The task force subcommittees are following the outline of a Carnegie report, "Turning Points," in researching issues related to teacher licensing, time devoted to various subjects, textbook adoption, curriculum, teacher empowerment, tracking, and in-school health clinics.

Health of adolescents in the middle grades – where childhood begins to meet adulthood – is addressed in part by the center's Student Services Unit through a Health Education Proficiency Guide for educators and two federally funded programs that focus on the specific health risks presented by HIV/AIDS and by the abuse of alcohol and other drugs. About $750,000 from the Centers for Disease

– M. D. Miller/Martinsville Daily Reporter

Control has been used since 1988 for technical support to educate children in school and out of school about HIV/AIDS (human immunodeficiency virus/acquired immune deficiency syndrome). About $15.7 million from the federal government over four years has been supplemented by another $1 million from the state for Indiana schools to develop alcohol and drug education programs from kindergarten through Grade 12. Health consultants in the Department of Education arranged nine regional curriculum fairs attended by more than 1,200 teachers and administrators.

Other parts of the Student Services Unit health education program involve the encouragement of effective counseling in local schools through the Indiana State Plan for Developmental School Counseling, and the distribution to all schools of a Comprehensive Communicable Disease Policy and Procedure Guide.

To encourage reading for recreation, the Learning Resources Unit conducts the Reading Excitement and Paperbacks Project (REAP) with funds from Lilly Endowment, Inc. Its second stage continues earlier programs for Grades 4-6 into Grades 7-9 at selected sites. Each school program received $19,000 over two years for its recreational reading collection.

The Gifted/Talented Education Unit sponsors the Midwest Talent Search in which middle-grade students take the Scholastic Aptitude Test (SAT), a test designed for high school juniors and seniors. Scores of 1,100 or more, considered high even for graduating students, were recorded by 156 students in 1989-90 as compared with only 107 in 1988-89. Those identified with above-average abilities in either mathematics or verbal skills are encouraged to take part in advanced programs.

"Finding ways to reach the nonmotivated, while challenging those who excel, is not an easy task. No single solution can be offered."

– How Children Learn

High School: Finding the Road to Adulthood

"Tech Prep" is one new opportunity on the high school road to adulthood, coordinating a secondary and postsecondary curriculum designed for students who are in a general, unfocused program of studies. Five Indiana school corporations are piloting Tech Prep as a technical preparation initiative to provide students with the foundations needed to work and live in an increasingly technological world. The five pilots are at Bartholomew Consolidated School Corporation (Columbus East and North High Schools); Metropolitan School District of Wayne Township in Marion County (Ben Davis High School); Monroe County Community School Corporation (Bloomington South and North High Schools); North Montgomery Community School Corporation (North Montgomery High School, north of Crawfordsville); and the School City of Mishawaka (Mishawaka High School).

Core curriculum for Tech Prep is taught through real-life application of such subjects as mathematics, science, English/language arts, economics, and computer literacy. Teaching strategies model the workplace. Emphasis is on cooperative learning with applications-based interdisciplinary instruction. Tech Prep graduates are expected to have acquired the knowledge necessary to enter a postsecondary program or to have achieved the basic skills to qualify for an entry level job.

Tech Prep evaluations are not due until the close of the 1990-91 school year, but preliminary reports are positive. Teachers report their own interests are revitalized. And, although course content is already more complex than in most general education classes, Tech Prep appears to encourage students to take higher-level math and science and to take additional courses beyond minimum requirements for graduation.

In addition to the Tech Prep pilots, 18 demonstration sites with more than 600 students are using newly developed instructional materials for Applied Mathematics and Applied Communications. The materials emphasize occupational applications, teamwork, problem-solving through hands-on projects, and realistic tasks related to the workplace and every-day living.

To help students make career decisions and plan additional schooling, a new computer-based system with national and state data began operating in 1990 at 65

Indiana schools. Created by a consortium of state agencies that includes the Department of Education, it is called the Indiana Career Information Delivery System (ICIDS) and it operates at three levels: "Choices, Jr." for junior high schools and middle schools; "Choices" for secondary schools, and "Choices, CT" for agencies and institutions that primarily serve adults.

Vocational assistance for 21,149 disadvantaged and handicapped students also was provided at comprehensive high schools and area vocational schools.

Another special program, Parents Are Success Students (PASS), was expanded from 11 sites in 1989-90 to 27 for 1990-91. PASS helps single parents continue in school through assistance with child care and/or transportation expenses, their two main barriers. In 1989-90, 465 students were enrolled in the 11 programs, and 119 completed diplomas – one as valedictorian.

Curriculum refinements also continued during 1990. Revisions in the *Indiana Curriculum Proficiency Guide* during 1990 included development of "essential learnings" to describe what is expected of a student at various points of schooling. The refinements, developed with advisory committees from around the state, will be presented at regional workshops in spring 1991 for possible modification based on comments from teachers.

But "essential learnings" was only the beginning. In English/language arts, 11 schools were pilot sites for portfolio assessment of student writing. The purpose is to develop models that use a variety of examples of a student's writing and other course work – a portfolio of work – for determining strategies in instruction, as well as for assessing progress. The projects involve reading/writing portfolios, portfolios and technology, portfolios and thematic integrated instruction, measuring of growth over time with portfolios, and university/school partnerships through portfolios.

"Children often need assistance in learning to interpret the behaviors of others."

– How Children Learn

In foreign language study, classroom performance tests were developed in French, German, and Spanish. They will be field-tested in spring 1991. Department of Education support for Japanese/Chinese language and culture initiatives resulted in enrollment growth from 187 students in 1988 to 849 in 1990. Enrollment in foreign language study now totals 38.5 percent of all students in Grades 9-12. That rate was up by 3.75 percent in 1988-89 over 1987-88, and up nearly 2 percent again for 1989-90.

A fine arts advisory committee helped guide development of achievement tests in both music and visual arts in 1990. They are to be field-tested in 1991, and fine arts proficiencies revised. A "visual arts cadre" was formed with mini-grant funds to offer information to teachers about computer graphics programs and offer workshops for teachers in music and technology. Also during the year, Indiana art educators who visited Japan in 1989 were hosts to a Japanese delegation that presented a workshop for art teachers.

In mathematics, four high schools are piloting the hands-on "applied mathematics" approach as a possible alternative to "general mathematics." Students in the classes are telling friends, "Doing mathematics is fun!" At the same time, 1,500 Indiana teachers and administrators have been trained in using the new *Curriculum and Evaluation Standards for School Mathematics* as adopted by the National Council of Teachers of Mathematics. The new standards call for learning by doing, then communicating results orally and in writing. Problem-solving is stressed at all grade levels.

Teachers and Administrators

As many as six Indiana schools are to be designated in January 1991 as pilots for Indiana's 21st Century Schools restructuring project. The 1990 General Assembly appropriated $850,000 to support pilot efforts for change. The legislation specifically mentions school-based management, parent involvement in school-community councils and training of their participants, innovative curriculum, and significant commitment.

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– Kevin Kleine/Spencer Evening World

The 21st Century School project was begun with 1,000 people attending nine workshops where the seeds for renewal were sown and awareness heightened about the need for school restructuring. They were given help toward submitting proposals for funding. More than 70 schools submitted proposals and 33 were announced near year-end as semi-finalists for the January awards.

In addition, two-day workshops based on the teleconference series, "Restructuring To Promote Learning in America's Schools," were set up in 1990 by the Office of Program Development for eight-member teams from 20 Indiana school corporations. Teams were composed of parents and community members, as well as teachers and administrators.

Also supported during the year was the "train the trainer" classroom assessment program conducted by Dr. Richard Stiggins of the Northwest Regional Educational Laboratory. Plans call for statewide offering of his workshops that emphasize the need for focused achievement targets and corresponding criteria for evaluation.

In the national School Recognition Program, five elementary schools were identified in 1990 in Indiana for fostering intellectual, social, and moral growth in all students, as well as for exemplary leadership and working relationships with parents and others in their communities. The five cited were East Elementary, South Madison Community School Corporation; Eastbrook Elementary, MSD of Pike Township, Marion County; Eastern Elementary, Eastern-Howard School Corporation; Indian Creek Elementary, MSD of Lawrence Township, Marion County; and Summit Elementary, Ft. Wayne Community Schools.

For 72 Indiana principals, the new Technology Leadership Training Program provided two days of training in fall and two more days in spring, plus $500 in state funding to purchase computer hardware and/or software for use in their roles as school managers and instructional leaders. Peer mentors to assist each of the 72 principals were identified with assistance from the Indiana Principal Leadership Academy. Between fall and spring training sessions, the principals are expected to experiment with the technology and develop individual methods in various aspects of school recordkeeping, budgeting, and communications.

"When thoughts are not challenged or reflected upon, they cannot evolve into more sophisticated, less egocentric ideas."

– How Children Learn

In the "Computer for Every Teacher" pilot, nearly 140 teachers at four school corporations were provided in 1990 with personal computers, printers, and software. The project provides educators with regular access to computers, with training and ongoing support, and with time to experiment in using technology for communication and to manage instructional and administrative tasks. The pilot sites are at Southeast Dubois County School Corporation, North Judson-San Pierre School Corporation, Rossville Consolidated School District, and MSD of Southwest Allen County.

Tina Weisman, a ninth grade honors teacher from Pike County School Corporation, was selected as Indiana's 1990 Christa McAuliffe Fellow. The award is named for the teacher who died in the Challenger space shuttle explosion and provides up to $31,200 for a teacher to do independent study, work with the Department of Education in assisting local educational agencies, or develop innovative programs. She is developing a multicultural unit of study for middle-grades thematic instruction.

Highlights of the year cited earlier also include the selection as Indiana's Teacher of the Year of Darcia King-O'Blenis, a social studies teacher at Navarre Middle School in the South Bend Community School Corporation, and the Presidential Awards for Excellence in Science and Mathematics Teaching to two elementary teachers and two secondary teachers: In science, the Presidential Award winners were Rick Crosslin,

Chapel Glen Elementary, MSD Wayne Township, Marion County, and Kathleen Gulley, Pike High School, MSD Pike Township, Marion County. In mathematics, the winners were Janell Uerkwitz, Dayton Elementary, Tippecanoe School Corporation, and Mark Miller, Northside Middle School, Bartholomew Consolidated School Corporation.

Center for Assessment, Research, and Information Technology

The Center for Assessment, Research, and Information Technology was formed during 1990 in a reorganization designed to improve coordination in development and operation of the department's management information systems with its school assessment activities and its research function.

The center is comprised of four divisions: Division of Assessment, Division of Educational Information Systems, Division of Performance-Based Accreditation, and Division of Research.

The educational research capability within the Department of Education was created for the first time by the 1990 General Assembly. During its first year, the new Division of Research began or contracted for initial research projects that are designed to provide reliable information about the state's success in achieving educational improvements.

The following reviews the activities during 1990 in the other divisions.

"Learning in academic areas is enhanced when students are actively involved."

– How Children Learn

Performance-Based Accreditation

A second cycle in the use of Indiana's new model for Performance-Based Accreditation was completed during 1990. In the five-year series, about one-fifth of the state's 1,910 schools in 296 local districts are examined for accreditation each year.

By July 1, 1993, all will be accredited at one of two levels – full accreditation status or probationary accreditation status. All public schools within a district are subject to accreditation in the same year, and those given probationary accreditation status may be eligible for state technical assistance to improve their effectiveness.

Historically, Indiana has monitored the effectiveness of its schools on their ability to provide resources and meet legal standards. The new model provides the structure to accredit schools on the basis of educational outcomes, as well as legally required input standards, such as a minimum number of square feet per student in classrooms, availability of curriculum guides, and certification of professional staff.

Development of a school improvement plan at each building provides the opportunity for the educators, parents, and the community to focus on assessing needs, setting goals, and developing strategies in relation to school effectiveness. The outcomes of interest from "expected performance" information – specifically student achievement and proficiency in mathematics and language arts – are important indicators of school effectiveness and allow the school community to monitor these indicators.

School Assessment

The Division of School Assessment is responsible for designing and implementing programs to assess educational achievement and school performance. It conducts Indiana Statewide Testing for Educational Progress (ISTEP), and the Indiana School Incentive Awards Program.

In the School Incentive Awards Program, $10 million was awarded in 1990 to 1,085 Indiana schools that showed improvement over their own previous performances in at least two of four categories: student attendance rates, English/language arts proficiencies, mathematics proficiencies, and average ISTEP scores. In addition, 158

schools that already were performing at high levels in all four categories were cited as Four-Star Schools, an award status created during 1990 in recognition of the difficulty for high-performing schools to show improvement.

In the ISTEP program, improvements were developed during 1990. Many of these improvements resulted from recommendations of a Blue Ribbon ISTEP Task Force composed of 26 testing and curriculum specialists, teachers, superintendents, and principals.

ISTEP's purpose is to improve educational opportunities for Indiana students. Since 1987, the program has used a writing sample assessment and a measure of cognitive ability, as well as a battery of standardized, norm-reference tests, to assess student achievement as defined in the proficiencies listed in the *Indiana Curriculum Proficiency Guide*. Administered in March each year in Grades 1, 2, 3, 6, 8, 9, and 11, ISTEP provides crucial educational information that permits annual analysis of school programs. It helps in determining a student's readiness for learning, in improving curriculum, and in identifying specific student needs.

"Learning is never emotion-free."

– How Children Learn

State achievement standards, empirically validated, exist for all levels of ISTEP. At Grades 1, 2, 3, 6, and 8, these standards identify students whose scores indicate they are likely to benefit from additional assistance. Assistance is provided the next summer through remediation in the ISTEP Extended Learning Program with classes of no more than 10 students guided by teachers who are encouraged to adopt innovative instructional strategies. For Grades 9 and 11, state achievement standards were adopted in 1990 to help schools in the development of additional instructional strategies according to the needs perceived by local educators.

In following recommendations of the Blue Ribbon ISTEP Task Force that the statewide assessment program should take less time, the Department of Education has contracted for use in 1991 of the Comprehensive Test of Basic Skills, Fourth Edition, and has shortened the achievement indicators subtests but equated them to previous years' tests. Matrix sampling will be used in 1991 to gather information on a broader number of proficiencies, using fewer items per child. Criterion-referenced supplements will continue to undergo refinement, and higher-order-thinking skills will be addressed more fully in the 1991 version of ISTEP.

–Tony Hare/ Peru Daily Tribune

Educational Information Systems

While the Division of Educational Information Systems maintained operations to increase departmental efficiency through computerization during 1990, one central focus was continued development of the statewide computer bulletin board and conferencing system called IDEAnet (Indiana Department of Education Access Network).

IDEAnet was used for the first time in December 1990 by more than 100 local school corporations for electronic filing of the required Biennial Financial Report (Form 9). Other required state reports also are being reformatted to permit them to be prepared on computers in local school districts, then transmitted via IDEAnet to the Department's computers. The process eliminates duplicated work in keyboarding data and eliminates potential human errors, and information from the reports is available within days or even hours.

Computer programmers in the Division of Educational Information Systems also developed such special IDEAnet features as an electronic worksheet for administrators to use in estimating the amount of a school corporation's tuition support payments from the state, or its reimbursement for programs such as Prime Time.

IDEAnet is open to the education community statewide via toll-free telephone lines connecting any modem-equipped personal computer with the department's computer facilities. Data bases with school-by-school statistics are instantly available as are others with details such as school calendars. Weekly Department of Education advisory memorandums to superintendents are posted on IDEAnet in addition to being mailed to each school corporation.

In a variety of message conferences, teachers and others interested in specific specialized areas of education may post comments, ask and answer questions, or exchange lesson plans, original software, and techniques for improving education in Indiana.

A special area of IDEAnet is PEER (Professional Education Employment Referral). Using a modem-equipped personal computer, school corporations may list job openings on PEER and also review the summary listings of educators who are seeking employment. Persons seeking jobs in Indiana education may list themselves and summarize their qualifications, and they also may review open positions.

Through reliance on open-system computer architecture designed for easy sharing of information, the IDEAnet system makes information available statewide that already has been collected on the same computer systems that serve Department of Education personnel in their daily use of relational data bases, word processing, and other applications.

– Kevin Kleine, Spencer Evening World

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1990 Grants and Awards
To the Indiana Department of Education

Carnegie Corporation of New York, for expansion of the Department of Education Middle Level Task Force on restructuring of middle school education in Indiana	$ 60,000.00
Lilly Endowment, for travel and technical assistance in connection with the Middle Level Task Force	$ 15,000.00
Lilly Endowment, for development of a pilot training program to strengthen the basic skills and employability skills for entry-level employees of McDonald's restaurants. Employees are paid by McDonald's while in the program, and the Indianapolis Network for Employment Training has agreed to conduct the classes	$ 7,500.00
For development of LifeSkills Video Series: The Griffith Foundation, $1,000; Holiday Rambler Corporation, $500; Barth Foundation, $100, and Avery Graphic Systems, $100	$ 1,700.00
Southwestern Bell, for planning and implementing activities to realize the "Common Principles" of the Coalition of Essential Schools and the Education Commission of the States in the Re: Learning "networking" project	8,000.00
Indiana Department of Transportation, for motorcycle safety booklet on state's program and training schedule	$ 30,000.00
Indiana Department of Transportation, for videotapes and three projectors for school bus safety training seminars	$ 20,500.00
Indiana Corporation for Science and Technology, for the "Buddy System" take-home computer project for fourth grade classes at five schools in a pilot program developed by the Corporation for Science and Technology with IBM, Apple Computer, Indiana Bell, GTE North, and the Lilly Endowment (4-year project)	$ 1,279,044.79 (1989-1993)
U.S. Centers for Disease Control, for development of an educational curriculum for Indiana schools about HIV/AIDS (Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome)	$ 259,776.00
Lilly Endowment, for Project REAP (Reading Excitement and Paperbacks) to cover program and training expenses plus $240,000 for $6,000 grants to 40 schools. (3-year project)	$ 624,579.00 (1989-1992)
U.S. Department of Health and Human Services, for Legalization Impact Assistance	$ 401,811.00
Smithsonian Institution, for the Reading Is Fundamental (RIF) national grant to create recreational reading programs for children of migrant workers, providing $3 for each $1 spent locally for paperback books	$ 28,500.00
Adult Education for the Homeless, for assistance to homeless adults who need basic skills education or retraining	$ 229,686.00
Special Education ($225,643, Statewide Systems Change Project; $93,470, Integrated Electronic Management)	$ 319,113.00
U.S. Carl D. Perkins Vocational Education Grant, for professional development of teacher educators and occupational specialist licensed teachers	$ 250,000.00

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—Keith Hitchens/Ft. Wayne News-Sentinel

ABOUT THIS PUBLICATION

Pictures in this annual progress report show Indiana students and their teachers in school activities and professional sessions. Pictures were lent by Indiana newspapers or come from files of the Department of Education.

Quotations appearing in the margins are from *How Children Learn*, a 21st Century Schooling publication issued during 1990 by the Indiana Curriculum Advisory Council of the Indiana State Board of Education.

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